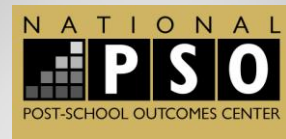


Arizona's Post School Outcomes Survey Plain and Simple Cycle 2

**Requirements, Data Collection, and Tips for Ensuring
Meaningful Results**

1

**The following information was developed
or adapted from materials provided by
the National Post-School Outcomes
Technical Assistance Center at the
University of Oregon.**



2

Session Agenda

- Review Indicator 14 federal requirements, measurement guidelines, and definitions.
- Identify Arizona requirements for PEA participation in Cycle 2 of the PSO collection.
- Demonstrate the ADE/ESS revised PSO Survey Protocol and web-based data application.
- Identify techniques and resources for improving data collection and use.

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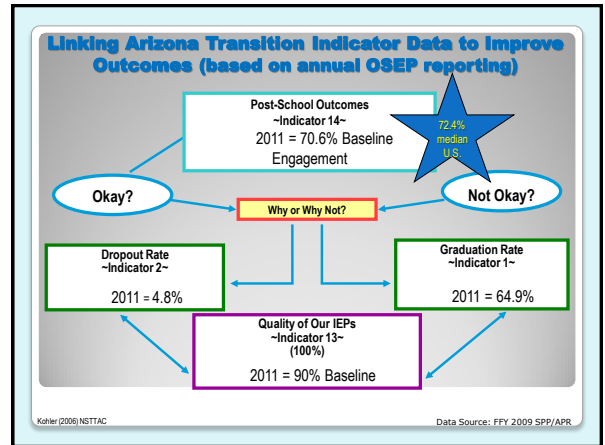
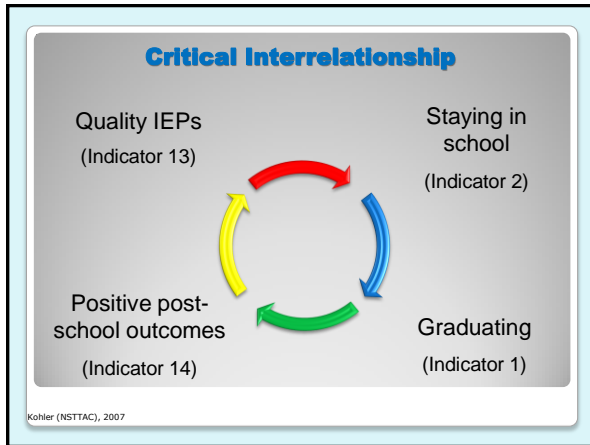


IDEA Purpose

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and *prepare them for further education, employment, and independent living.*

IDEA Regulations §300.1(a)

4



Indicator 14

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. enrolled in higher education;
- B. enrolled in higher education or competitively employed; or
- C. enrolled in higher education or in some other postsecondary education or training or competitively employed or in some other employment.

within one year of leaving high school.

7

Reviewing Essential PSO Terms

8

What is the definition of “enrolled in higher education”?

Youth who have been enrolled on a full- or part-time basis in a community college (two-year program) or college/university (four- or more year program) for at least one complete term, at any time in the year since leaving high school



9

What is the definition of “competitive employment” for the purposes of this collection?

“Competitive employment” means:

- Work for pay;
- At or above the minimum wage;
- In a setting with others who are nondisabled;
- For a period of 20 hours a week; and
- For at least 90 days at any time in the year since leaving high school.

10

What is the definition of “enrolled in postsecondary education or training”?

Youth who have been enrolled on a full- or part-time basis for at least one complete term at any time in the year since leaving high school in an education or training program

(e.g., Job Corps, adult education, workforce development program, vocational technical school that is less than a two-year program)



11

What is the definition of “some other employment” for the purposes of this collection?

“Some other employment” means:

- Work for pay or self-employment (**NOT** at minimum wage);
- For at least 90 days at any time in the year since leaving high school (**NO** 20 hour/week minimum); and
- Includes working in a family business (e.g., farm, store, fishing, ranching, catering services, etc.).

12

What does “20 hours a week” mean?

“20 hours a week” includes:

- At least 20 hours a week for 90 cumulative days;
- 20 hours or more a week for 90 cumulative days; or
- An average of 20 hours a week for 90 cumulative days.

13

Can “supported employment” be considered competitive employment?

If it meets the criteria for “competitive employment” (i.e., 90 days, averaging 20 hours/week, and is at or above minimum wage), then it counts as “competitive employment.”

If the criteria for competitive employment is not met, then it counts as “some other employment.”

14

Table Activity—Essential PSO Terms

15

Indicator 14 Measurement

16

Required Reporting to OSEP

- Percentages for each of the three outcome categories (A,B,C)
 - A. Enrolled in higher education
 - B. Competitively employed
 - C. Some other education/training or employment
- Actual number of responses for each of the four outcome categories
- Each respondent is only counted once and in the "highest" outcome category.

17

Critical Factors for Meaningful Data and Federal Reporting

- Response Rate
 - Compares leavers who completed the survey to the total number of leavers.
- Representativeness
 - Identifies extent to which leavers who completed the survey are similar to the total number of leavers in terms of disability, gender, race/ethnicity, and method of exit.

18

I-14 Data Calculations

1 = # Higher Education	2 = # Competitively Employed	3 = # Post Secondary Education or Training	4 = # Other Employed	# Other/Not Engaged (States are not required to report this #)
A = 1/ total respondents				
B = 1+2/ total respondents				
C = 1+2+3+4/ total respondents				
Total Respondents				

Remember! Each leaver is only counted once and in the "highest" category.

19

Completing Arizona's PSO Survey

20

When do PEAs begin the PSO Survey data collection process?

Data collection starts when students have been out of school

at least one year

and describes engagement in specific activities **within one year of leaving high school.**

21

Which students are included in the data collection?

Students with IEPs who leave high school:

- with diplomas;
- by aging out; or
- by leaving early/dropping out.

***Note: Exit reasons are extracted from SAIS using student data uploaded by PEAs.**

Challenge: finding early leavers!

22

What student demographic information is needed for the PSO Survey?

- Category of Disability
- Gender
- Race/Ethnicity
- Exit Reason

This demographic/exit data is extracted periodically and finalized by early July from the data PEAs have uploaded to SAIS. It will come from the same data "snapshot" used to generate the federally reported Graduation Rate (Indicator 1).

23

When is PSO data collected by Arizona?

- July 1 through September 30



24

Which PEAs are required to participate in the PSO Survey?

- Per OSEP, **each PEA** serving students aged 16 or older must participate before the end of the six-year SPP/APR cycle. *Cycle 1 is now complete.*
- **Cycle 2 begins** with the survey to be conducted July through September 2012 on students who exited during the 2010–2011 school year.
- View the complete Cycle 2 list:
www.ade.az.gov/ess/SpecialProjects/transition

25

How is PSO data collected and reported by PEAs?

- **One year prior to conducting the survey**, identified PEAs collect accurate contact information on exiting students.
- **One year post-student exit**, PEAs conduct phone interviews using newly revised PSO Survey protocol and questions.
- Responses are recorded in the PSO Survey application through the ADE Common Logon.



26

Using PSO Data in Arizona and in PEAs

27

Arizona Uses PSO Data to:

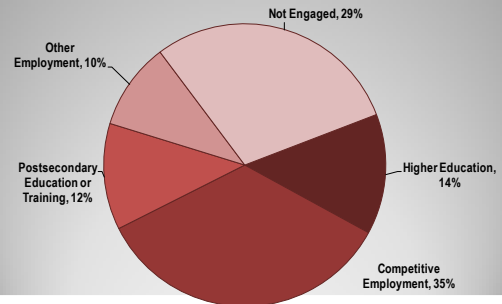
- Report at the national, state, and local levels through the SPP/APR;
- **Set rigorous measurable targets to be included in the SPP/APR;**
- Guide and improve transition services delivered to transition age youth with disabilities; and
- **Engage stakeholders.**

28

AZ PSO Story

- 2,003 youth in the sample in 2008–2009
- 1,350 responded to the survey
- 67% response rate
- Respondents represented the sample based on disability, race, and gender.
- Youth who dropped out of school are underrepresented in the survey results.

Arizona's Engagement Rates 1,350 youth responded to the SY 2008–2010 survey statewide:



Data Source: Part B Arizona Annual Performance Report (APR) for FFY 2009

Indicator 14 Arizona's Measurable and Rigorous Targets

Reporting in School Year (SY):	Exiters from SY:	A*	B*	C*
2009–2010 Baseline Data	2008–2009	13.80 %	48.40 %	70.6%
2010–2011	2009–2010	14.05%	48.65%	71.1%
2011–2012	2010–2011	14.30%	48.90 %	71.6%
2012–2013	2011–2012	14.55%	49.15%	72.1%

A* = Enrolled in higher education

B* = A + Competitively employed

C* = A + B + Some other education/training or some other employment

31

**How does your PEA data
compare to Arizona's
data?**

32

Think about Your PEA's Data

- ▶ What action do you need to take to improve or maintain the current outcomes?
- ▶ What policies and/or procedures may be contributing to or hindering outcomes for your students?
- ▶ What is the relationship between post-school outcomes and your graduation and/or dropout rates?
- ▶ What further questions do you need and want to ask?

Beyond Just Meeting a Requirement...

34

Make the PSO an Essential Tool in Your PEA

- Resolve to voluntarily participate in the PSO survey annually.
- Use techniques to increase response rates and achieve a representative sample of your exiters.
- Use state and local PSO data to improve programs.

35

Tips to **Raise** the Response Rate:

- Collect multiple sources of contact information from youth.
 - E-mail
 - Cell phone
 - Parent contact information
- Ask: Who is the one person who will always know where you are? Get that contact information.
- Check contacts frequently for accuracy and update as needed.

More Ways to **Raise** the Response Rate:

- Prepare teachers, youth, and families for the survey.
- Share PSO data with school staff.
- Enlist staff support for conducting the survey yearly.
- At every IEP meeting, let youth/family know:
 - They will be contacted to complete the PSO survey.
 - Their response is very important.
- Host a PSO party for targeted exiters; conduct the survey there.

Available Tools to Help **Raise** the Response Rate:

- Flyers in English and Spanish describe the PSO for students and parents.
- One-page summary of Arizona's PSO Survey
- "Be a Superstar, Take the Survey" YouTube video
- Found at:
www.ade.az.gov/ess/SpecialProjects/transition

Demonstration of Arizona's PSO Survey Application

39

General Tips

- Multiple personnel can enter PSO data into the PSO Survey application. The PSO Survey Application must be added to the staff person's ADE Common Logon access.
- To request additional users to be added to the ADE Common Logon (for the PSO Survey only), contact Kerri Walker via e-mail at Kerrilyn.Walker@azed.gov or by phone at (602) 542-3854.

40

Resources to Assist PEAs in Using PSO Data

- National Post-School Outcomes (NPSO) tools at www.psocenter.org
 - Response Calculator
 - District Data Use Toolkit
 - FAQs
- Technical assistance provided by ADE/ESS Transition Specialists & Data Management Specialist
- ADE/ESS PSO state and local reports, available by February 2012

41

Additional Assistance

- Consult the ADE/ESS transition website: www.ade.az.gov/ess/SpecialProjects/transition
- For questions regarding the survey application, contact Kerri Walker via e-mail at Kerrilyn.Walker@azed.gov or by phone at (602) 542-3854.
- Coming later this year, regional trainings and webinars: "Understanding and Using PSO Data to Improve Transition Planning and Services."

42

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43